

# The Classical Outlook

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## LET'S NOT OVERTEACH LATIN

BY BROTHER JOSEPHUS BERTRAM  
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Teachers who are sincerely interested in the art of teaching are never fully satisfied with the results of their work, regardless of its seeming excellence. They are constantly seeking new methods and means of inspiring those under their tutelage to greater fields of endeavor. Latin teachers, particularly in the first-year classes, are confronted with three types of students: the intellectual, who really want to learn and who are willing and anxious to do their best at all times; the mediocre, who do not have too great a capacity for learning, or have not as yet taxed it, but at the same time are willing to give a fair account of themselves; and lastly, the poor students, the real headache, who very often have sufficient ability but who are so interested in "extra-curriculars" that they will not put forth sufficient effort to warrant their continuance in the subject. With these three types of students in the same class it is difficult to challenge those capable of higher learning, as teachers are urged to do.

Two years ago I took a freshman class made up of the three types mentioned. I catered strongly to those students who showed an aptitude for study and gave evidence of continuing the subject for at least two years. I frequently advised them to budget their time—manual work, recreation, study. At the approach of the Christmas holidays, I kept insisting that they could have a very enjoyable vacation, and yet find time for reviewing their Latin as well as studying some advanced work.

I tried constantly to impress upon their minds that they should study the examples and instructions that are given in the textbook, of which there are many, and exhaust every avenue of research before asking for any help, in this way learning to become more proficient and more dependent upon themselves. Too many students immediately ask for help when they run into some difficulty, rather than make any effort to solve the problem for themselves.

After the holidays, I learned to my surprise that some of the students had done a great deal of study. This

## WELCOMING A NEW ASSOCIATE EDITOR

THE CLASSICAL OUTLOOK is happy to announce an addition to its editorial staff, Dr. Eugene S. McCartney of the University of Michigan. Dr. McCartney's frequent contributions—always scholarly, always interesting, often whimsical—have delighted readers of our classical publications over the years. Furthermore, his long experience as editor of the University of Michigan's publications eminently qualifies him for the new position which he has graciously assumed.

gave me a chance to call upon those students to give the necessary instructions on new items as they occurred. It also made the good students feel that they were getting something over and above the other students. In other words, they began to get the idea that they were learning. One day I went to the board and explained how to conjugate a verb in the present tense. Then I said, "It isn't necessary to tell that to an intelligent boy more than once. You do not have to explain over and over again that *ba* is the sign of the past tense for all regular verbs in the indicative mood; that *bi* is the sign of the future tense for the first and second conjugation; and that all verbs are conjugated in the perfect tense, active voice, by taking the perfect stem and adding the characteristic endings." I continued to say that I believed that more good students left the study of Latin because they felt that their intelligence had been insulted than for any other reason.

What a shot in the arm that proved to be! Nothing, of course, will stir those clock-watchers who are perfectly satisfied to earn a passing grade and then take some easier subject the following year; and that is what happened in that class. We covered the declensions and conjugations early enough in the second semester to give ample time for review, necessary reading, and the mastery of endings required for the understanding of Latin. Time was also spent building up a sizable vocabulary, and becoming

ing thoroughly acquainted with grammatical constructions essential to first year work.

With only the mediocre and the talented students to deal with, the third semester was much more pleasant, at least from the teacher's point of view. The review of the first year was accomplished with success in a short time. Two weeks before the end of the semester, the class had mastered indirect statement; the four ways of writing a purpose clause; the four ways of writing a clause of necessity; the active and passive periphrastic conjugations; "since," "although," and "when" clauses; double datives; result clauses; indirect question; and other constructions well enough to warrant reasonable success in the reading of Caesar's *Commentaries*.

Very early in the fourth semester I noticed an air of discontent—those students who had learned the essential constructions and who were willing to extend themselves did not want to be held back by those whose perception and understanding were not as keen as theirs. I took this as a direct challenge and decided to do something about it. We know that Columbus took a chance, even against great odds, and won. Colonel Charles Lindbergh did the same. So, even though a bit skeptical, I, too, was willing to take a chance. I was satisfied that twenty-two of those boys knew how to study; that they knew how to gather thoughts from the printed page; that they wanted to get a complete picture of the man Caesar and of his accomplishments; that they could turn to their original textbook if they needed an explanation in some grammatical construction, or that a difficult sentence could be written on the blackboard and that there could be a class discussion on the problem involved. With this in mind, I obtained Caesar's *Commentaries* in their entirety for those students. This complete work is used very little in high schools nowadays. The expressions on their faces when they received these books was something to behold. One student turned to another and said, "Seven books! I thought he was talking about a set of encyclopedias. I think I'll like this." They treasured these books and fondled them as a little child would fondle a much-wanted toy.

Let us take a glance at the way that class was conducted. Some were working in one book, others were working in another; then there was the remainder of the class to be taken care of. Things worked out beautifully—no one was neglected, no one was penalized, no one developed an inferiority complex, no one tried to take advantage of the situation. The outstanding students were on their way; they were free to a certain degree; they respected that freedom and demonstrated most strikingly that freedom is still a part of American life and is loved by those who think correctly and logically. Twice a week I asked those special students to write out a certain paragraph during class, whether they had studied it or not. They were permitted to use the vocabulary. Then in the evening I read those papers carefully and the next day spent ten or fifteen minutes criticizing certain sentences not well constructed and deploring scratching out and re-writing, so common among Latin students. In a short time they began to understand that one language cannot be translated into another language verbatim, but that only the thought can be transferred. They learned to think out the whole sentence, not just a word or a phrase at a time, before attempting to write. The scratching out quickly disappeared, sentence structure gradually improved, and references were used less and less each day. The rest of the class made good use of the time given them to study, but, by the same token, things were different—new leaders had to be developed. The ones who formerly had borne the brunt of explanation in difficult constructions were occupied and could not be disturbed. Those who previously had been content to shift the burden to one more capable had to take hold. In other words, the mediocre students were "on the spot." They responded to the call of duty very well. In fact, some of them were sorry that they had not put forth more effort from the beginning, so that they might have been with the better group.

Well, what brought about this situation? The answer is, the "Twin City Contest" organized by our beloved leaders of the Classical Department of the University of Minnesota, with the idea that nothing vitalizes and creates interest like competition, whether class, school, community, or state. Each year a competitive test is conducted in Caesar's *Commentaries*, Cicero's *Orations*, and Vergil's *Aeneid*. The students from the Twin

Cities (Minneapolis and St. Paul) gather together in an appointed school. After a short entertainment the students—sophomores, juniors,

### FAIL TO GET YOUR CJ OR CW?

In case your *Classical Journal* has failed to reach you on time (No. 1 about October 19), please write directly to Professor John N. Hough, 8-E Helles Hall, University of Colorado, Boulder, Colorado. In case your *Classical Weekly* has failed to reach you on time (No. 1 about November 10), please write directly to Professor F. Gordon Stockin, Houghton College, Houghton, New York.

and seniors—go to special classrooms. The test, selected by a committee chosen for that purpose, is administered under the supervision of college professors. Each student is assigned a number to be placed on the paper instead of a name. The papers are corrected by high school teachers and a committee of college teachers. In Vergil and Cicero the student with the best paper receives a medal. In Caesar, the first eight receive recognition. A cup is given to the school whose student has turned in the best paper. The rewards are given out at a dinner to which the winners are invited.

The State competitive tests, given for the first time last year, added a new incentive. These tests, made out by a committee of college teachers, are administered in two divisions—upper and lower—in the classroom by the subject teacher. He selects the five best papers and sends them to those appointed by the President of the State Classical League for correction. Three contestants with the best papers are given partial scholarships to the college of their choice. Some 1400 students took part in this contest. Students like to have their school win, so in these contests both students and teachers have stupendous motivation. Those students of whom I have been speaking did well in both contests, but especially well in the translation of Caesar. It seems to me that this method of teaching worked out very well.

Now, what was the aftermath? Were these contests forgotten as soon as they had ended? By no means! Ten of those top students, who at the beginning of their fourth

semester had intended never to open a Latin book again after the second year was completed, are now top students in a Vergil class. Their teacher tells me that they are translating the first four books in the classroom and that the students are translating two other books on their own. Those young men acquired a liking for Latin. They found out that it is not so mysterious and profound that only certain selections are to be translated and studied under the strictest supervision, with every word carefully scrutinized and every sentence analyzed as though something stupendous were going to happen if the teacher were not there to make some comment. Believe me, that is the way many look upon the study of Latin. I believe, and I am not alone in the belief, that often our highly gifted students are overtaught, and so much so, that in a sense they might well be classified with the retarded.

Furthermore, those same juniors want to be permitted to study Cicero's *Orations* during the summer months, on their own, and take a comprehensive test in September, thereby obtaining four years of Latin in three. A program such as this is necessary because of the crowded schedule: military training five days a week, four years of English, and one each of sociology and American history—all required subjects. Those students, likewise, wish to get their science and mathematics. Though we have no quarrel with these required subjects, if any subject is to suffer it is certain to be Latin.

Here is one for "Believe It or Not." Last September a freshman entered my class and five days later asked me if I would permit him to write out the last paragraph in the freshman text that he then had. I said, "There isn't any law against it, go ahead." After reading his translation, I asked him just how he came to know his first-year Latin, since he had just graduated from grade school three months earlier. He replied that he had secured a Latin text which contained a great deal of instruction. He had followed these instructions and had thus acquired his knowledge. He asked if he could continue to study along in this manner. I agreed on the condition that he would take a second-year textbook and work along on that. Within a comparatively short time he covered all the review work in the second-year text. One day he asked if he could have a little help. We met that evening after school and when I had finished answering

## THE CLASSICAL OUTLOOK

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his questions we had covered all the grammatical matter. All of this explanation took one hour. After about three weeks I asked him to write certain English-to-Latin sentences, taken from the textbook. In this translation he seldom made a serious error. This young man is normal in every way; he likes sports in general; loves hockey; and is a member of the "crack drill squad."

On January 18th our guidance supervisor gave this young man a Co-operative Test—Form Q—40 minutes. On the basis of two semesters the result was 99%. On February 1st he was given the 1937 Form—Co-operative Test—90 minutes. On the basis of two semesters the result was 99%, and on the basis of four semesters the result was 72%. This young man is studying entirely on his own; the teaching that he is receiving is negligible. This illustrates what a boy can do on his own initiative. Would it not be criminal to hold this lad to the normal procedure?

We want Latin to live. What are we doing to give it the necessary vitamins that it may have a healthful existence? Is it necessary for the talented student to spend the same number of hours in the classroom as the mediocre student, and to be held to the same lock-step method so prevalent today? Of course, the talented student is expected to do, and does, a much better job. The thought that often occurs to me is that many of those talented students may be teachers in the making. Are they to be manacled and fettered as though they were enemies to mankind? Is it not true that very often a teacher is called upon to teach a subject in which he does not feel sure of himself? Although he had long since ac-

quired the necessary credits, he may not be as familiar with the subject as he would like to be. What does that teacher do? We well know that he gets all of the aids that he can possibly secure, does serious study, and in the end does an excellent job of teaching. And where does he get that information to do that excellent job? Is it not from the printed page? Of course, these informative books would seemingly be out of place in the hands of intelligent high school students. We must continue to realize that we are living in an age of progress. Things are much different from what they were thirty or forty years ago. Only that which is utilitarian seems to be in demand. Let us teach our students not to disregard our wonderful heritage, but to utilize it, build upon it, and perfect it.

In order to do this, let us place in their hands a complete picture of those men of historical renown who are still living in our libraries and schools, but who are being gradually relegated into the land of oblivion. Surely something must be done! That it can be done is evidenced by the fact that it has been done, and is being done.



## WE LOOK FORWARD

President Van L. Johnson has just announced that the Chairman of the Program Committee for the 1956 Latin Institute of the American Classical League is to be Arthur L. Spencer, of The High School, Reading, Mass. Mr. Spencer will appreciate any suggestions which members may care to send him. The 1956 Institute will be held at Miami University, Oxford, Ohio.

OFFICERS OF THE  
AMERICAN CLASSICAL  
LEAGUE, 1955-56

Officers of the American Classical League for 1955-1956 are as follows: President, Van L. Johnson, Tufts University; Vice-Presidents, Anna P. MacVay, of Athens, Ohio, Dorrance S. White, University of Iowa, Frank S. Bourne, Princeton University, and James F. Looby, Hartford, Connecticut; Secretary-Treasurer, Henry C. Montgomery, Miami University; Editor of THE CLASSICAL OUTLOOK, Lillian B. Lawler, Hunter College; Business Manager of THE CLASSICAL OUTLOOK, Henry C. Montgomery, Miami University; Director of the Service Bureau for Classical Teachers, W. L. Carr, University of Kentucky; Honorary Presidents, W. L. Carr, University of Kentucky, B. L. Ullman, University of North Carolina, and Walter R. Agard, University of Wisconsin.

These officers are *ex officio* members of the Council. Chairmen of the standing committees of the American Classical League are also *ex officio* members of the Council. They are: Pauline E. Burton, Libbey High School, Toledo, Ohio, Chairman of the Committee on Public Relations; Estella Kyne, Wenatchee (Wash.) High School, Chairman of the Committee on the Junior Classical League; and Clyde Murley, Northwestern University, Chairman of the Committee on Special Memberships.

Elective members of the Council of the American Classical League are as follows: Norman J. DeWitt of the University of Minnesota (1956); Irene Crabb of the Evanston (Illinois) High School (1957); Frances T. Nejako of the Middletown (Connecticut) High School (1958); Irma E. Hamilton of the Wilkinsburg (Pa.) High School (1959); William M. Seaman of the Michigan State University in East Lansing (1960); and Gerald F. Else of the University of Iowa (1961).

The Executive Committee of the Council consists of the President, the Secretary - Treasurer, and Fred S. Dunham, of the University of Michigan (1956); Irene Crabb, of the Evanston (Illinois) High School (1956); Carolyn E. Bock, of the State Teachers' College, Upper Montclair, New Jersey (1957); Sister Maria Thecla, of the Sacred Heart High School, Pittsburgh (1957).

The Finance Committee of the Council consists of the President, the Secretary-Treasurer, and Goodwin B. Beach, of West Hartford, Conn.



ham, North Carolina, next spoke on "Plantation System in Ancient Italy and Modern America." He pointed out that conditions existing in Italy of 150 B.C. to 100 A.D. were similar to those that gave rise to the great plantations of our South: abundant land, plentiful capital, cheap labor, and ready markets. The parallels he drew were indeed interesting and provoked some lively discussion.

"The Transmission of Classical Culture to the American Indians" was the subject of the next paper, read by Professor Paul R. Murphy of Ohio University for his absent friend, Professor Frank R. Kramer, of Heidelberg College. Professor Kramer held that the classical background of the Jesuit missionaries enabled them to see the Indians (with their tribal rites, feasts, myths, and superstitions) as early Christians and to equate Indian lore with classical mythology.

The closing speaker in the Friday morning session was Miss Bertha Rightmire, Lafayette High School, St. Joseph, Missouri. She had compiled a wealth of interesting statistical data in connection with her topic, "The Relevance of Ancient History in the Modern High-School Curriculum." Her tables showed that 7.8 per cent of the high school population of today study Latin; 16.2 per cent, World History. Discussion of this paper branched off into the varied offerings in the modern curriculum, and it might have gone on *ad infinitum* had not the luncheon hour intervened.

As usual, the first part of Friday afternoon was given to the annual reports from the officers. Then came the traditional "Panel Discussion of Teaching Problems," with Professor Dorrance S. White as moderator. With characteristic zeal Professor White had assembled questions from some 35 or 40 experienced teachers in the secondary and college Latin fields, and then had assigned three questions to each panelist. A maximum of ten minutes was allowed each speaker, with Professor Paul Murphy sounding a warning bell. And it really was an official bell!

Sister Mary Donald, B.V.M., Mundelein College, Chicago, approved of freedom of translation to teach respect for English and to preserve the spirit and emphasis of the original. She further stressed the need of teaching specific techniques of Latin reading and translation as such, not presenting just forms and syntax and expecting the pupils to "tumble" to the rest.

Miss Helene Wilson, Dearborn

High School, Michigan, advised as a preliminary to translation the reading aloud of the Latin sentence or paragraph—first in concert with the teacher. She recommended also Latin comprehension questions on a passage requiring in answer a single Latin word or phrase. It was her

### VERGIL'S BIRTHDAY

The great Roman poet Vergil was born on October 15, 70 B.C. Why not celebrate his birthday, in Latin class, club, or assembly? For materials see page 9.

opinion that good teachers do not rehash the review, but rather emphasize the new. The "surprise" element is important in maintaining interest, though a daily summary of previous reading material by a better student has its value.

Professor Harold Dunkel, University of Chicago High School, endorsed the idea that Latin teachers in adjacent small towns should hold bi-weekly "get-togethers" with simple social features, at which they would read some new Latin. He thought the practice would be a morale builder as well as a source of a little fresh education, especially for the teacher who may feel that she is the only person in town who believes in Latin.

Mrs. Pauline E. Burton, Edward D. Libbey High School, Toledo, Ohio, emphatically defended Latin prose writing in a two-year terminal course. She advised teaching it precisely, with specific directions for the student to follow in word order, explanations, checking, and correction. She likewise recommended definite patterns for declension forms and other drills.

Mrs. Margaret Forbes, University of Minnesota High School, suggested as a device for teaching students to learn vocabulary by association with English words the use of the editorial or sports pages of newspapers.

Miss Elizabeth White, Bala-Cynwyd Junior High School, Pennsylvania, ardently advocated the horizontal approach for teaching forms, and the searching out and emphasizing of differences and difficulties. She would introduce the nominative and accusative first and the dative and genitive last.

Professor Myra L. Uhlfelder, State University of Iowa, convinced that Latin will not live by syntax alone,

suggested that even in the first two years teachers should try to give their students a sense of Latin as a genuine language and of the ancient Romans as a real people—through the medium of Greek and Roman literature. Excerpts from Ritchie's *Fabulae Faciles*, Ovid's *Metamorphoses*, Sallust, Livy, and Tacitus might be read. Classes would enjoy hearing translations of some of Cicero's letters (including those about Caesar) and knowing a bit of the scope of Cicero's productivity, as well as something of Vergil's *Eclogues*, *Georgics*, and *Aeneid*, and selections from Lucretius, Ennius, and Theocritus. Let's unlock and share our treasures!

Dinner Friday evening was a special event, for again, following a pleasing tradition, "Dean" Carr and President Johnson conferred "degrees" upon those faithful attendants at Latin Institutes for four years or more. The good fellowship and genuine worth of the American Classical League Institute certainly offer strong incentive to all "undergraduates" to return and merit those coveted awards.

The grand finale of the Friday program was the concert in the Shambaugh Room of the Library—a performance in which classicists could revel with delight. Careful thought and commendable cooperation had surely gone into the preparation of this feature. Thanks indeed to the String Quartet, the Collegium Musicum, the University Chamber Singers, and their directors!

Lest I forget, I want to mention now the interesting display set up in the main lobby of the beautiful new Library building. Classical books, coins, replicas of various objects from antiquity were assembled from local collections and appropriately identified—another example of the thoughtful concern with which Iowa fulfilled her duties as hostess to the Latin Institute.

Our final Saturday morning session had been organized around "Philosophy and Religion." With Professor Chauncey E. Finch of St. Louis University presiding, Dr. Norman J. DeWitt, University of Minnesota, discussed "Roman Epicureanism," that classical philosophy concerned with the relationship between the individual and the universe. Professor DeWitt spoke of our idea of "life, liberty, and the pursuit of happiness" as inalienable rights as really an Epicurean declaration of independence.

Dr. Robert A. Applegate, Jr.,

Christ's Truth League, Ft. Worth, Texas, followed with "Roman Stoicism" as his topic. He reviewed the teaching of Antisthenes the Cynic that man can by himself attain virtue through indifference and endurance, and he recalled Zeno's attraction to the Cynics because of their insistence on virtue. Stoicism in the perplexing Hellenistic Age was widely accepted and did give men something to cling to, even if for many adherents it was an escape from life rather than a way of life. Seneca and Epictetus with their religious fervor were somewhat out of step with earlier Stoicism. Cicero, in a kind of midway position, shows the futility of any system of thought based solely on materialism. The inadequacy of Stoicism in the face of Rome's problems, Dr. Applegate felt, should be a lesson for us.

Dr. William C. Korfmacher, St. Louis University, in his paper on "The Religious and Moral Policies of Augustus" listed ten reforms of the emperor concerned with shrines and rites or other attempts to restore religious beliefs and fervor as a matter of governmental policy.

As the concluding paper in the series, Sister Mary Anne, B.V.M., Xavier High School, St. Louis, discussed "The Classics in Religious and Moral Education." She cited some interesting parallels that might be drawn between the pagan and the Christian worlds in developing the sympathy and understanding of students: respectful burial in both systems, judgment after death in both, Mercury as a sort of St. Christopher or Gabriel, Terpsichore as a pagan St. Cecilia—to mention only a few.

Again the animated discussion evoked by these stimulating papers was cut short by the farewell luncheon. That was a special occasion for members of the Vergilian and Horatian Cruises, who never fail at a Latin Institute to clan up and renew memories. But time has a way of moving on, and soon 'twas "Ave atque vale!"

Thanks, Iowa! See all of you in Oxford next June.

### AN INVITATION FROM THE J. C. L.

BY ESTELLA KYNE

Wenatchee (Washington) High School

This is an invitation to sponsors to affiliate their Latin students with the Junior Classical League. It comes from the publicity discussion group, of the second national convention of the J.C.L., which was held June 26-28, at Iowa State Teachers College,

Cedar Falls. With a membership of over 31,000, the Junior Classical League is the largest and most rapidly growing classical organization in the world. Its national headquarters are at Miami University, Oxford, Ohio, where it is sponsored by the American Classical League.

Membership is extended to all students of Latin in junior or senior high schools. A distinctive sterling silver membership pin is available for 65¢. This price includes a membership card. Students preferring the card only may secure membership by sending only 25¢. If they wish pins later, they must pay the full 65¢. Checks accompanying application for membership should be sent, with the name of the teacher-sponsor and the exact name of the school, to the Junior Classical League, Miami University, Oxford, Ohio.

Reports are sent to sponsors twice each year. THE CLASSICAL OUTLOOK for November publishes the annual report of club activities and federation meetings. A mimeographed membership list with the name of the school, the sponsor, and the total membership is mailed to each chapter on March 15. Chapters organized after that date or reporting their continuing membership after that date lose the opportunity of national listing for the year, but their membership is included in the total compiled in June.

TORCH:U.S. is a sixteen-page printed publication prepared by members of the chapter at Henderson, Texas. It includes pictures, programs, announcements, and news items contributed by chapters and is mailed January 15 and April 15. A special eight-page issue was mailed September 15, 1954 to chapter sponsors and to each delegate who registered for the national convention. This issue covered the 1954 convention and included pictures of the 500 delegates.

An individual subscription for the two issues costs ten cents. Annual chapter dues of \$2.00 are to be sent before December 1 to Miss Belle Gould, 315 Wilson, Henderson, Texas. Of this amount \$1.00 is allocated to Torch:U.S. for the chapter subscription and \$1.00 goes to the national treasury to finance the national convention and other expenses such as the September convention issue.

Annual national, regional, and state conventions are popular features for members. During the school year 1954-55 there were twenty-four state conventions, four regional meetings, and the second national con-

vention with a total of 544 chapters sending 9,958 students as delegates. Over two-thirds of the chapters were represented at some convention and almost a third of the members attended some convention.

National officers for 1955-56 are: President, John Crum, Stuttgart, Arkansas; Vice-President, Norine Hurite, Latrobe, Pa.; Secretary, Pamela Moore, Teaneck, N. J.; Treasurer, Linda Hill, Bastrop, La.; Parliamentarian, Clell Harrall, Fort Worth, Tex.; and Editor (appointed) Betty Johnson, Henderson, Texas.

Forty states and the District of Columbia and Hawaii have the following chairmen to help you organize chapters and plan activities:

Alabama: Mary Sherrod, Sheffield High School, Sheffield; Arizona: Paloma White, 690 Orange Avenue, Yuma; Arkansas: R. E. Walker, 220 Oak Street, Hot Springs; California: Edward Y. Lindsay, 3480 Del Paso Blvd., North Sacramento; Lee R. Ashenberg, 253 Warrington Ave., Oakdale; Katherine Sweeney, Redwood Hyw. So., Petaluma; Mrs. Guidotta M. Lowe, 115 G. Street, Oxnard; Colorado: Mrs. Helen Swedberg, 1125 So. Sherman, Denver; Connecticut: James F. Looby, Education Editor, Hartford Courant, Hartford; Delaware: Mrs. E. A. Getty, Box 251, Smyrna; D. of C.: Elizabeth Shields, 3-H King George's Gardens, Hyattsville, Md.; Florida: Vivia Craig, 2912 St. John's Avenue, Jacksonville; Georgia: Mrs. Bessie T. Dobbins, Box 586, Albany; Idaho: Mary Hogarth, Boise High School, Boise; Illinois: Mary Sharp, Fairbury High School, Fairbury; Indiana: Eileen Johnson, 309 Delaware Court, Anderson; Iowa: Edna O. Miller, Iowa State Teachers College, Cedar Falls; Kansas: Iona Mettlen, Wyandotte High School, Kansas City; Kentucky: Mary Wood Brown, 330 Woodland, Lexington; Louisiana: Mrs. Helen Kovac, Bastrop High School, Bastrop; Maine: Mary L. Copeland, Bangor High School, Bangor; Massachusetts: Mary Sullivan, Junior-Senior High School, East Bridgewater; Michigan: Jessie Chambers, Jackson High School, Jackson; Minnesota: Mrs. G. Lemando Baird, Box 77, Rosemount; Missouri: Isabelle Schwerdtmann, 5049A Tholozan Avenue, St. Louis; Montana: Mrs. Mabelle Irwin, High School, Whitefish; Nebraska: Mrs. Barbara Oldfield, 24th and S Street, Omaha; New Jersey: Mrs. Ellen Stubbs, Plainfield High School, Plainfield; New Mexico: Harry M. West, Albuquerque High School, Alber-

que; New York: Sister Mary Immaculate, 780 Ridge Road, Lackawanna; North Carolina: Georgia Haley, Lenoir High School, Lenoir; Ohio: Lois Bickelhaupt, 3940 Leybourn Avenue, Toledo 12; Oklahoma: Mrs. Evelyn Barkholz, High School, Lawton; Oregon: Jennette E. Roberts, 872 Belmont St., Salem; Pennsylvania: Adeline Reeping, 213 Washington Street, Latrobe; South Carolina: Elfreida Cole, Senior High School, Greer; South Dakota: Mrs. Catherine Boyd, Union High School, Kimball; Tennessee: Grace Elmore, Dobyns-Bennett High School, Kingsport; Mrs. Rebecca Harleston, High School, Jackson; Mary Park, 3538 Kearney Avenue, Memphis; Texas: Mildred Sterling, 3022 Edmond, Waco; Annie L. Harper, 5015 Guido Drive, El Paso; Vermont: Julia B. Austin, Spaulding High School, Barre; Virginia: Mrs. Flora Lynn, Box 459, Clifton Forge; Washington: Dorothy Fretvedt, 314 West 5th Street, Aberdeen; West Virginia: Aretta Summers, High School, Webster Springs; Wisconsin: Virginia Hulbert, 522 Scott Street, Wausau; Wyoming: Mrs. Ruth W. Bauder, High School, Cheyenne; Hawaii: Alice Carlson, Roosevelt High School, Honolulu.

## AMERICAN CLASSICAL LEAGUE—

### REPORTS OF OFFICERS

#### REPORT OF THE PRESIDENT

Once more I am pleased to make a glowing report on the prosperity, vigor, and vitality of the American Classical League. I can do this without *rubor* or *pudor* since it is largely the achievement of others which I am called upon to praise—in particular, that of our first triumvirate, Professors Carr, Lawler, and Montgomery. They and their associates necessarily do most of our work: Wilbert Carr, our Pompeius Magnus, keeps adding new laurels to a highly decorated brow; his work on the Guidance Pamphlet, *What about Latin*, is widely appreciated in classical and educational circles, and I shall tack up on his trophy-stump the many fine tributes paid to his energy and good sense in this connection. Miss Lawler, though a Gaul herself, has, like Caesar, conquered many Gauls where THE CLASSICAL OUTLOOK is concerned; every time an issue appears, we must celebrate her conquests of time, space, funds, and printer's ink, for however habitual with our Editor, these are constant triumphs over obstacles which no non-editor is likely to appreciate. The OUTLOOK, with

its editorial perfection, its regular publication, and its balanced content, serves the League and our profession in a most effective and conspicuous manner; and we are all indebted to Miss Lawler for her continued vigilance, dexterity, and toil.

Professor Montgomery has managed with customary foresight and success our *opificium* at Oxford, Ohio; and like Crassus, he has more money than he knows what to do with—so much, in fact, that the Council, meeting in Boston at Christmas time, joyfully recommended that he invest some of his cash balance. This has been done, and our reserves are thus increased for whatever emergencies may arise. Like Crassus too, Monty and his staff have done some fire-fighting in the current year, when Vulcan took up his position in a frayed lamp cord and assaulted our headquarters at Miami University. Everything important was saved, the losses were adequately covered by insurance, there was no serious interruption of normal business, and we congratulate our custodians on surmounting so quickly and adroitly what might have been a major catastrophe.

Our Committees too have functioned with their usual alacrity and competence. The Junior Classical League, under Miss Kyne's able supervision, is a constant source of pride and gratification: if my calculations are right, its membership has shown an increase of 76% in the last two years, numbering more than 30,000 in May of this year. It has been my pleasure to assist this trend in any way I could, by speaking, writing, and talking to individuals; but I claim none of the credit for this remarkable growth. As for the Public Relations Committee, my desk always holds ample evidence of Mrs. Burton's splendid success in the Toledo area, where she has set a pattern which may well be an inspiration and exemplar for teachers in other parts of the country. The Program Committee, under the organizing genius of Professor Bourne, provided at Iowa City convincing evidence of its long, untiring, and supremely commendable labors which our applause from session to session duly acknowledged. To the Local Committee, under the joint chairmanship of Professors Else and White, we owe public statements of appreciation and private intimations of sincere pleasure for the excellent accommodations, comforts, and indulgences allowed us.

I have now dismissed with expres-

sions of appropriate gratitude the *ad hoc* Committee appointed by me to make recommendations concerning the League's service to college students—an area of our functions long neglected, in my opinion. Professor Raubitschek and his colleagues appear to have reached unanimous agreement that what we need most in this particular sphere of education is a new periodical devoted to the interests of the thousands of college students who are now studying the Classics in English. Acting upon this recommendation, I have conferred with the other officers of the League, and it seems possible, as of this writing, that we may be able to publish such a journal as a supplement of the OUTLOOK, each subscription to carry with it membership in something which may be called the College Classical League. A committee has now been established by the Council to study such proposals. If these plans mature, we shall finally bridge the gap in our services to teachers and to high school students; receive a large and powerful increment to our membership; and above all, take new and effective measures to create, encourage, and sustain public interest in classical studies.

Of my presidential chores, there is little to report, except that my files grow bigger and bigger, my typewriter weaker and weaker, my letters terse, my speeches brief—with no sacrifice, I hope, of clarity, politeness, or dispatch. In connection with greetings sent and delegates appointed, I shall, however, mention one significant event; the College English Association, inspired, I believe, by Professor Carr's pamphlet, invited us to send an envoy to its Humanities-Industry Conference at Schenectady, N. Y., in April; and Dr. Goodwin Beach represented us nobly and effectively on that occasion, personifying as he does the happy union of a classical education and good business sense. In addition, he re-established for us a badly neglected liaison with the teachers of English in this country. To some of us it seems unfortunate that Latin ever got classified as a foreign language, since its historical connections with English make it, more exactly viewed, a legitimate extension of that study, not something alien to our own speech. If, with the help of English teachers who are aware of this fact, we can re-unite these falsely separated disciplines, our fellow-citizens have much to gain in the linguistic realm; so, as President of the American Classical League, let me hail the

cordiality of the College English Association.

—VAN L. JOHNSON,  
President

REPORT OF THE SECRETARY  
FOR THE YEAR 1954-55

Comparative Membership Table

	1955	1954
Annual .....	2996	2985
Life .....	37	39
Patrons .....	1	2
Supporting .....	21	23
Total .....	3055	3049

REPORT OF THE TREASURER FOR THE

YEAR MAY, 1, 1954-MAY 1, 1955

CURRENT FUNDS

Receipts

Annual Dues .....	\$ 2886.20
Junior Classical League ..	12791.64
Patrons .....	25.00
Supporting Members .....	115.00
Sales of Material .....	10822.09
Advertising .....	535.83
Combinations Received ..	2967.25
Bond Interest .....	1000.00
Fire Insurance .....	2919.45

Total .....

Disbursements

Purchase of Material .....	\$ 3839.08
Junior Classical League ..	8469.80
Combinations Paid .....	2973.25
Postage .....	1366.56
Printing & Stationery .....	934.01
Office Supplies .....	980.54
Office Equipment .....	87.95
Clerical Help .....	5175.72
Extra Clerical Help .....	320.95
CLASSICAL OUTLOOK .....	2240.04
Miscellaneous .....	683.24
Auditing .....	25.00
Council .....	68.09
Director's Expenses .....	224.05
Fire Loss .....	1337.67
Lists .....	10.00

Total .....

Checking Account .....	11994.57
Savings Account .....	2500.00
Investment Account .....	\$ 5020.00
Petty Cash .....	41.72

—HENRY C. MONTGOMERY  
Secretary-Treasurer

REPORT OF THE EDITOR OF  
THE CLASSICAL OUTLOOK

Volume XXXII of THE CLASSICAL OUTLOOK (the nineteenth since the change of name from LATIN NOTES) contained 88 pages, of which 13 were allotted to advertising. Exactly 70 authors contributed to the volume; they represented 28 states, the District of Columbia, and Canada.

All the customary features were retained, and an effort was made, as always, to preserve a balance among articles which might be classified,

respectively, as informative, inspirational, or pedagogical.

We are grateful to our contributors, who cooperated cheerfully in the prompt reading of proofs and in many other ways; to publishers, for the abundance of new and important books which came to us for review; to our advertisers; and, above all, to our readers, for their support and their friendly suggestions.

Throughout the year the Editor has enjoyed the complete cooperation of the Service Bureau for Classical Teachers (Professor W. L. Carr, Director); the Junior Classical League (Miss Estella Kyne, Chairman of the Committee); all the officers of the American Classical League; the members of the staff in the Miami office; and her devoted associate editors. "Thank you" to you all!

—LILLIAN B. LAWLER  
Editor

REPORT OF THE DIRECTOR OF THE  
SERVICE BUREAU

THE AMERICAN CLASSICAL LEAGUE Service Bureau has reached its thirty-second birthday. It was established in the summer of 1923 at Teachers College, Columbia University, by Frances E. Sabin. The program of the Service Bureau, as announced in Vol. I, No. 1 of LATIN NOTES emphasized the collection, publication, and selling at cost of mimeographed material which would give practical help to classroom teachers of Latin and Greek. Other services were included in the original program and still others were later added, but mimeographs, ranging in price from 5 cents to 30 cents, have always bulked large in the mail order business of the Bureau. The most recently published mimeograph is numbered 691, and of this total number 449 are still active in their original or in revised editions, and 242 have been discontinued for various reasons.

The need for a thorough review of the present stock of material has long been apparent, and last fall your director initiated such a project. In November a fire at League headquarters made an immediate necessity of what had been considered only a "leisure-time activity." The entire supply of many advertised items had been lost in the fire and new printings were demanded. And so, for the past few months, the review and revision of old material has taken precedence over the editing and publishing of new material. The Service Bureau section of THE CLASSICAL OUTLOOK for the current and succeed-

ing months will contain in serial form a list of this recently revised material. It's an ill fire that does nobody good.

In spite of this enforced emphasis upon revision, the present fiscal year has seen some important additions to Service Bureau listings. One outstanding new publication is the pamphlet *What About Latin?* which was prepared by a special committee of the American Philological Association with the financial support of the American Classical League and the four regional classical associations. Some 12,000 copies have already been distributed and a second printing is indicated for the near future.

Another important publication is the Roman calendar for the year 1955, copies of which are still available. No Roman calendar will be published for 1956, but the present calendar can with a little manipulation be made to serve for any year.

Professor Helen H. Law's *Bibliography of Greek Myth in English Poetry* has been brought up to date and is now being printed. Professor William M. Seaman is preparing a revised edition of the *Catalogue of Visual Aids*, and it will be ready for distribution this fall. One new wall poster, "The Atomic Age Speaks Latin and Greek," has been added to the list and another has been revised. One new Christmas card has been added.

The Teacher Placement Service has been in operation now for five years. As of August 1 a total of 55 applications have been received for the current calendar year. It is obvious that so simple and so inexpensive a service can succeed only to the extent to which heads of classical departments and college placement officers get the habit of referring to the Service Bureau prospective employers whose requests they cannot themselves fill. Also any member of the League can be of great help if he will promptly report any opening of which he may become aware.

As the treasurer's report shows, Service Bureau sales of material for the fiscal year closing May 1, 1955 amounted to \$10,822.09, an increase of more than \$1500 over sales for the preceding year. I know of no better indicator that the Service Bureau year by year is increasingly bringing aid and comfort to classroom teachers and thus performing its most important function as announced at its inception thirty-two years ago.

—W. L. CARR  
Director

# AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5c for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is likely to be too badly damaged for resale; since the Service Bureau is a non-profit-making organization, it cannot absorb losses such as this.

Please order material at least two weeks in advance of the date on which you want to use it. In an emergency, add 20c for special-handling postage.

Because of the increased cost of fourth-class postage, please add 25c for any order of \$1.50 or more.

The address of the Service Bureau is Miami University, Oxford, Ohio.  
W. L. CARR, Director

The Service Bureau has available the following seasonal material:

## MATERIAL FOR CELEBRATING

### VERGIL'S BIRTHDAY (OCTOBER 15)

#### Mimeographs

91. Very tragical mirth. A burlesque of *Aeneid* I, II, and IV, in shadow pictures. 20¢
193. The judgment of Paris. A play in English. 10¢
350. Vergil as a magician, in the Middle Ages. 15¢
378. In honor of Vergil. A play for 11 girls, dealing with the women of whom Vergil wrote. 10¢
381. Trojan festival. A pageant for boys, based on *Aeneid* V. 10¢
383. Juno tries to change the decrees of Fate. An amusing skit in verse, on Juno's attempt to destroy Aeneas. 20¢
387. Suggestions for a Vergilian program for students not studying Vergil. 10¢
605. The fall of Troy. A radio program for the Vergil class. A dignified presentation of the story of Book II of the *Aeneid*. 20¢
625. As it really happened. A burlesque of the Aeneas-Dido story. 2 girls, 1 boy. 10 minutes. 20¢
627. The return to Carthage. A dramatic poem, based on an imaginary visit of Aeneas and Ascanius to Carthage, many years after the death of Dido. Can be used as part of a Vergil program. 10¢
629. Amo, amas, amat. A radio program or playlet for the Vergil class. 6 boys, 5 girls. 25 minutes. 25¢
667. The prize apple; or Apples

that glitter like gold may be green. A very modern variation on the old theme of the judgment of Paris. A playlet in English. 3 boys and 10 girls. 20¢

668. Living pictures from mythology. May also be used for living statues. 20¢
670. Out of this world. A fifteen minute radio skit based on the sixth book of the *Aeneid*. 25¢
675. Actus Fatis. A play in English written in honor of Vergil's birthday. 20¢

#### Supplements

44. A Vergilian fantasy. An elaborate pageant play, to be produced on Vergil's birthday. 10¢
47. Vergil, the prophet of peace. A pageant, using themes from several of Vergil's works. 10¢

#### Bulletins

- IX. Paris of Troy. A pageant-play in English verse. 15¢
- XV. Vergilian papers. 20¢
- XVIII. A Journey through the Lower World. A pageant based on Book VI of the *Aeneid*. 20¢
- XXVIII. A bibliography of Vergil. 50¢

#### OCTOBER AND HALLOWE'EN

#### Mimeographs

356. The Delphic Oracle. An evening's entertainment. 15¢
544. Hallowe'en programs for the Latin Club. 10¢
555. The haunted house. A play in English. 20¢
586. A mythological football rally. Ancient mythological characters suddenly appear at a modern rooters' meeting. 15¢
626. Greeks vs. Romans—A football classic. A sports broadcast from the realm of the shades. 2 boys. 6 minutes. 15¢

#### THANKSGIVING

#### Mimeographs

420. A Thanksgiving Day program. A suggestion. 5¢
546. Thanksgiving for Latin. A play in English. 20¢
680. De Die Gratiarum Agendarum: A teacher's "Thanksgiving Day proclamation" in Latin and a typical Thanksgiving Day dinner menu in Latin. 5¢

#### CHRISTMAS

#### Mimeographs

103. Latin translations of several well known songs, including Christmas carols. 20¢
160. Christmas and the Roman Saturnalia. 10¢
163. Some paragraphs about Christmas written in easy Latin. 5¢
236. More about the Saturnalia. 10¢
294. Officium Stellae. A liturgical play suitable for presentation at

Christmas. 10¢

382. Saturnalia. A Latin play. 15¢
388. The origin of the Roman Saturnalia. 15¢
465. Suggestions for a Christmas program by the Latin department. 15¢
466. A Roman and an American Christmas compared. A play in two acts. 15¢
478. Suggestions for Latin Christmas cards. 5¢
618. Frater bestiarum, or Viae ad sapientiam. A Christmas play, with music. 16 or more boys. 1 girl. 40¢
624. Io Saturnalia! An easy Latin play for first-semester students. 6 boys, 2 girls, plus extras. 10 minutes. 10¢
674. Tidings of Great Joy: Christmas tableaux. Four "Living Pictures" with carols and readings from the Latin New Testament. 20¢
686. The Roman Saturnalia. Reproduced from THE CLASSICAL OUTLOOK for December, 1937. 15¢
689. Christmas and the Roman Saturnalia. Reproduced from THE CLASSICAL OUTLOOK for December, 1938. 15¢
690. Some ancient and modern Yuletide customs. Reproduced from THE CLASSICAL OUTLOOK for December, 1939. 15¢

#### Booklets

- Latin Songs and Carols. By J. C. Robinson. 50¢
- Carmina Latina. Forty songs with music, including Christmas hymns. 25¢

#### Articles in THE CLASSICAL OUTLOOK

- Price, 15¢ each
- Christmas gifts and the Gift Bringer. December, 1940.
- Christmas and the Epiphany: Their pagan antecedents. December, 1941.
- December 25th, Christmas Day. December, 1942.

#### LATIN AND GREEK CHRISTMAS CARDS

- Price, with matching envelope, 7¢ each; \$1.00 for 15 in any assortment.
- A. A descending angel adapted from a Dürer woodcut; the Latin version of Isaiah 9:6 and Luke 2:10, 11. Blue or blue and black on ivory.
- H. Angel adoring Madonna and Child. An original linoleum block by the American artist John C. Snook. Inside, a greeting in Latin. Blue and silver.
- I. The story of The Nativity, in Latin, from St. Luke. Red and black on green.
- K. A kneeling woman in medieval dress holding a branched candlestick. The inside of the card con-

- tains three stanzas of a medieval Christmas carol in Latin. Red and black on ivory.
- L. Roman lamp in silhouette. Inside, a greeting in Latin. Green or red with black.
- M. Linoleum print of Madonna and Child with a Latin version of "O Little Town of Bethlehem." Green on ivory.
- N. A wood engraving of the nativity scene with a quotation from the Latin Vulgate. Inside a Latin Christmas greeting. Black and red on white.
- P. A woodcut of the Parthenon, printed in terracotta on white. Inside, a good-luck greeting in Latin, suitable for Christmas or any other occasion.
- PG. A woodcut of the Parthenon, printed in leaf-green on white. Inside a greeting in Greek, suitable for Christmas or any other occasion.
- S. The carol "Silent Night," translated into Latin, printed decoratively with holly and ribbon borders. Red, green, and black, on white.
- T. A softly-colored picture of the three columns of the Temple of Castor and Pollux reflected in the pool of the House of the Vestal Virgins in the Forum at Rome. Inside a greeting in Latin.
- V. Chorus of Angels. Lines from Vergil's "Messianic" *Eclogue* and a verse from the Christian hymn "It Came upon the Midnight Clear." Red and black or blue and black on ivory.
- X. A beautifully colored imported Swiss postal card featuring the Christmas Rose with appropriate Latin verses by John K. Colby. No envelopes.

## GENERAL GREETING CARDS

- GC. Postcards, with the greeting "Ferias Laetas!" ("A Joyous Holiday"), are available. They may be used for any holiday season of the year. The design, in green ink, is taken from Columbus' drawing of one of his own ships. No envelopes. Can be sent through the mail for a two-cent stamp. 10 cards for 30¢.
- GD. This greeting card can be used for any occasion. It pictures Diana riding in her chariot and carries a good-luck wish in Latin. Designed by the late Genevieve Souther. Price with matching envelopes, 7¢; \$1.00 for 15.

The Service Bureau also offers the following material at the prices indicated:

## OUR LATIN VERB TOWN

A completely revised edition of an old favorite. May be used as a game or for class drill on verb endings. Order as Mimeograph 607 (15¢). Includes directions for use and one 3-page set of attractively printed colored charts: Chart A for the present indicative system of the regular verbs; Chart B for the perfect indicative and subjunctive systems; Chart C for the present subjunctive system. Extra printed charts are available at 5¢ a set.

## A ROMAN CALENDAR

A beautifully illustrated 16"x25" wall calendar employing the Roman method of indicating the days of each month of the year 1955. The pictures are those used in the Service Bureau calendar for 1949. \$1.25.

## SMALLER CLASSICAL DICTIONARY

Recently revised from William Smith by E. H. Blakeney and J. Warrington. A new and comprehensive reference book on persons, places, dates, myths, and legends in classical literature. \$3.50.

## WITH THE EAGLES

A new printing of Paul L. Anderson's *With the Eagles*, a long-time "best seller" for Caesar students, is now available from the Service Bureau. \$1.00.

## A LATIN CLUB

The seventh edition of Bulletin XII (*The Latin Club*) by Lillian B. Lawler is still available at 75¢ a copy.

## TEACHING FIRST-YEAR LATIN

A hard-cover book of 280 pages prepared by a group of Ohio teachers and published by the Ohio Classical Conference in 1938. Price, while the supply lasts, \$1.00.

## A GUIDANCE PAMPHLET

"What about Latin?" is the title of an attractive twelve-page pamphlet prepared by a special committee of the American Philological Association. It should be placed in the hands of every adviser of students in our secondary schools. A copy will be sent free to any school counselor on receipt of a stamped and addressed 4 1/4 by 9 1/2 envelope. Additional copies may be obtained postpaid at 10¢ each or at 5¢ each in quantities of 10 or more.

## FREE CLASSIFIED PRICE LISTS

Classified price lists will be sent free, on request, for teaching material under any of the following topics: Caesar, Cicero, First Year Latin, For the Inexperienced Teacher, Gifts and Awards, Latin Clubs, Latin Games, Miscellaneous, Pictures (Rome and the Romans; Classical Mythology), Plays in English, Plays in Latin,

Projects, Radio and Other Programs, Rome and the Romans, Special Days, Supplementary Reading in Latin and in English, Teaching Methods and Techniques, Value of the Classics, Vergil and Mythology, Word Study.

## BIBLIOGRAPHY OF GREEK MYTH

Professor Helen H. Law's popular *Bibliography of Greek Myth in English Poetry* is now available in a thoroughly revised edition. It is a "must" for teachers of Classical Mythology, Comparative Literature, and English Literature as well as for teachers of Latin and Greek. Order as Bulletin XXVII. Price, \$1.00.

## LITTLE STUDIES IN GREEK

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Two printed pamphlets of the series prepared by the late Jane Gray Carter are still available:

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(To be continued)

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<input type="checkbox"/> Eodem die	<input type="checkbox"/>
<input type="checkbox"/> castra promovit et	<input type="checkbox"/>
<input type="checkbox"/> milibus passuum sex	<input type="checkbox"/>
<input type="checkbox"/> a Caesaris castris	<input type="checkbox"/>
<input type="checkbox"/> sub monte consedit.	<input type="checkbox"/>
<input type="checkbox"/> Postridie eius diei	<input type="checkbox"/>
<input type="checkbox"/> praeter castra Caesaris	<input type="checkbox"/>
<input type="checkbox"/> suas copias traduxit et	<input type="checkbox"/>
<input type="checkbox"/> milibus passuum duobus	<input type="checkbox"/>
<input type="checkbox"/> ultra eum	<input type="checkbox"/>
<input type="checkbox"/> castra fecit	<input type="checkbox"/>
<input type="checkbox"/> eo consilio, ut	<input type="checkbox"/>
<input type="checkbox"/> frumento commeatuque qui	<input type="checkbox"/>
<input type="checkbox"/> ex Sequanis et Haeduis	<input type="checkbox"/>
<input type="checkbox"/> supportaretur	<input type="checkbox"/>
<input type="checkbox"/> Caesarem intercluderet.	<input type="checkbox"/>

Eodem die castra promovit et milibus passuum sex a Caesaris castris sub monte consedit. Postridie eius diei praeter castra Caesaris suas copias traduxit et milibus passuum duobus ultra eum castra fecit eo consilio, ut frumento commeatuque qui ex Sequanis et Haeduis supportaretur Caesarem intercluderet. Ex eo die dies continuos quinque Caesar pro castris suas copias produxit et aciem instructam habuit, ut, so vellet Ariovistus proelio contendere, ei potestas non deesset. Ariovistus his omnibus diebus exercitum castris continuit, equestri proelio cotidie contendit.

Genus hoc erat pugnae quo se Germani exercuerant. Equitum milia erant sex, totidem numero pedites velocissimi ac fortissimi, quos ex omni copia singuli singulos suae salutis causa delegerant; cum his in proeliis versabantur. Ad eos se equites recipiebant.

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<input type="checkbox"/>	Omnes alii parvi tauri quibuscum habitavit currebant et saliebant et in se incurrabant (batted).	<input type="checkbox"/>
<input type="checkbox"/>	Nullo modo Ferdinandus. Quiete sedere et flores olfactare (smell) amabat Gratum locum in pascuo (pasture)	<input type="checkbox"/>
<input type="checkbox"/>	sub subere (cork tree) habebat. Ei gratiosa arbor erat et totum diem sub eius umbrā sedebat	<input type="checkbox"/>
<input type="checkbox"/>	et flores olfactabat. Aliquando mater, quae erat vacca, de eo anxia erat.	<input type="checkbox"/>

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